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THE EFFECTIVENESS OF FULL TIME AND COORDINATED GUIDANCE SERVICES IN THE HIGH SCHOOL. PROJECT ABLE, FOURTH ANNUAL REPORT.

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NEW YORK CITY BOARD OF EDUCATION, BROOKLYN, N.Y.

REPORT NUMBER PUB-226-PN-R-148 PUB DATE JAN 66
EDRS PRICE MF-$0.09 HC-$1.08 27P.

DESCRIPTORS- COURSE SELECTION, GRADE POINT AVERAGE, CULTURALLY DISADVANTAGED, GUIDANCE SERVICES, ATTENDANCE, DROPOUTS, HIGH SCHOOLS, *COUNSELING EFFECTIVENESS, *PROGRAM EVALUATION, BROOKLYN, NEW YORK CITY, PROJECT ABLE

THIS ANNUAL REPORT IS AN INTERIM REVIEW FOR THE SCHOOL YEAR 1964-65 OF A 5-YEAR PROJECT WITH THE 1965 GRADUATING CLASSES OF THREE NEW YORK CITY HIGH SCHOOLS. THE PROJECT WAS CONCERNED WITH (1) IDENTIFYING THE POTENTIAL ABILITIES OF THE CULTURALLY DISADVANTAGED STUDENTS, (2) STUDYING THE EFFECTIVENESS OF INCREASED GUIDANCE TIME WITH SUCH STUDENTS, AND (3) ASSESSING THE USE OF FULL-TIME COUNSELORS AND SPECIALIZED PERSONNEL SUCH AS A PSYCHOLOGIST AND A SOCIAL WORKER IN THE HIGH SCHOOLS. ONE HIGH SCHOOL WAS THE CONTROL WITH A GRADE ADVISER SYSTEM OF COUNSELING AND NO INCREASED SERVICES. ONE OF THE EXPERIMENTAL SCHOOLS HAD A FULL-TIME COORDINATOR AND PART-TIME COUNSELORS. THE OTHER EXPERIMENTAL SCHOOL HAD FULL-TIME COUNSELORS AND SPECIALIZED PERSONNEL ON A PART-TIME BASIS. BOTH EXPERIMENTAL SCHOOLS HAD AN EQUAL AMOUNT OF INCREASED GUIDANCE TIME. A RANDOM SAMPLE OF 570 AND MATCHED SAMPLES (SEX, AGE, AND MENTAL ABILITY) OF 192 WERE SELECTED. THE PROJECT HYPOTHESIS WAS THAT INCREASED MOTIVATION, IMPROVED SCHOLASTIC ACHIEVEMENT AND LOWER ATTRITION WOULD RESULT IN THE EXPERIMENTAL SCHOOLS WITH INCREASED GUIDANCE TIME. IN THIS 4TH YEAR OF STUDY, THE CRITERIA OF COURSE SELECTION, COURSE LOAD, TERM AVERAGES, ATTENDANCE RECORDS, AND DROPOUT RATE SHOWED NO SIGNIFICANT EFFECT OF PROJECT ABLE. (NS)

BOARD OF EDUCATION OF THE CITY OF NEW YORK
Frederick W. Hill, Deputy Superintendent of Schools

THE EFFECTIVENESS OF FULL TIME AND COORDINATED GUIDANCE SERVICES IN THE HIGH SCHOOL

(Project ABLE - Fourth Annual Report)

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EDUCATIONAL PROGRAM RESEARCH AND STATISTICS
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ACKNOWLEDGMENTS

The fourth year of Project ABLE continued under the direction of Paul Driscoll, Project Coordinator and Principal of Tottenville High School, Staten Island. Many thanks are extended to the participating high school Principals Bernard Weiss of Evander Childs, Isadore Auerbach of John Jay, and Mary Callan of Theodore Roosevelt, for their interest and cooperation which facilitated the coordination of the Project's graduating year.

Grateful acknowledgment is made for the dedicated work of the Guidance Coordinators at the experimental schools--Bertha Seldon of Evander Childs, and Jeanne Tenenbaum of John Jay. Caroline Schneider, Administrative Assistant at Theodore Roosevelt, supervised the many tasks associated with the role of the control school program.

The Guidance Counselors at the experimental schools maintained their high level of involvement with the Project. They have worked with the students since the inception of ABLE until graduation. At Evander Childs, this staff consisted of Guidance Counselors Florence Leskes, Philip Schonberg, Kathryn Scriven, and Nancy Zito. At John Jay, these workers were Guidance Counselors Iona Comstock, Eda Fagon, and Michael Labozzetta.

Appreciation is expressed to the school secretarial staff of the Project--Edith Goldstein of Evander Childs, Florence Kopper of John Jay, Hannah Brettschneider of Theodore Roosevelt, and Marguerite Talbot and Lola Dolgin of the High School Division at headquarters. Their continued assistance in data collection, skill in searching records, and faithfulness in working through myriad detail relevant to the research and administrative procedures were exceptionally helpful.

The valuable services of Susan Cappiello and Sylvia Ellis of the secretarial and clerical staff of the Bureau of Educational Program Research and Statistics are deeply appreciated for their contribution to the statistical processing and preparation of this report.

Joseph Reswick

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CHAPTER I

INTERIM REVIEW: FOURTH YEAR OF PROJECT ABLE

A. The Graduating Class of 1965

This interim summary reports the progress of the fourth successive year of Project ABLE,[1] September 1964-June 1965, as conducted in three participating high schools of the New York City School District, under Section 3602, subdivision 15, of the New York State Education law which provides for matching funds for the Project services supplied. As one of the sixteen local school districts selected by the New York State Education Department, New York City has concluded the guidance phase of its demonstration project designed to study the effectiveness of full-time guidance services in reaching those students with the most severe educational handicaps. The Project has been concerned with the identification and encouragement of potential abilities among students from culturally deprived groups and low socio-economic backgrounds.

Guidance work initiated in the 1961-62 school year with the graduating class of 1965 culminated its major phase with the graduation of the Project ABLE students in June and September 1965. The five year timetable of the ABLE study will be concluded after one year of postgraduate appraisal of these students, in June 1966.

B. Summary of Design and Study Populations

The groups under study in the three participating high schools were the same as previously, the control group at Theodore Roosevelt, and the experimental groups at Evander Childs and John Jay. The research design provided for a comparison of differing types of school guidance organizations. These consisted of full-time guidance coordinators and increased amounts of guidance time and specialized personnel at the experimental schools, and the conventional grade adviser system at the control school coordinated by part-time

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1. See also: J. Reswick, Project ABLE, Third Annual Report, November 1964, Publication No. 248; Project ABLE, Second Annual Report, November 1963, Publication No. 223. D. Abramson, Project ABLE, First Annual Report, July 1962, Publication No. 195.

assignment of the school's Administrative Assistant. The two experimental schools differed in deployment of guidance staff: full-time counselors were used at Evander Childs compared with part-time at John Jay; however, the amount of guidance time was approximately equal. The design of the study provided for two basic comparisons: (1) experimental schools versus control school; (2) experimental schools compared with each other.

The study populations were continued as before. In each school these consisted of a random sample of the graduating class of 1965 (as well as total class), and a smaller group matched in triplet-sets across the three schools for sex, age, and mental ability. Comparison was again made with the Pre-Project random sample, the immediately preceding class of 1964. Comparable data consisting of selected cumulative records were again analyzed for each student in the Project and Pre-Project samples. Analysis of data was limited to the actual graduates of the class of 1965 (and the corresponding students of the Pre-Project class of 1964), as defined by June or September graduation.

The essential hypotheses of the study were the same as those delineated previously. It was hypothesized that the effects of increased guidance time and utilization of specialized personnel would be reflected in improved scholastic achievement, heightened motivation, and smaller proportion of dropout discharges in the experimental schools--in comparison with control school students and Pre-Project study population.

C. Fourth Year Activities and Services

The staff assignments remained the same as in the previous year. These included the full-time guidance coordinator and four full-time counselors at Evander Childs, and the full-time guidance coordinator and three part-time counselors at John Jay. Theodore Roosevelt, the control school, continued with its Administrative Assistant as part-time coordinator and three part-time counselors (two in the spring term) all working under the existing grade adviser system. The experimental schools continued the specially allocated services of a half-time school psychologist and half-time school social worker. Secretarial staff allocations were increased to permit the addition of a part-time position at the control school, freeing the school Project secretary at Evander Childs to devote full time to her work. Positions of Research Coordinator from the Bureau of Educational Program Research and Statistics, and Secretary from the High School

Division were continued unchanged.

Actual number of daily counseling periods and corresponding ratios for Project and Pre-Project students showed the expected increase for Project ABLE students as does the comparison of experimental versus control school. Table 1 presents the comparative data apportioned for the total class register in each school.

Activities and services described in the previous year were all continued. There was greatly increased emphasis in 1964-65 on guidance services for college selection and application, scholarship information, post high school technical and vocational training, and job counseling. Interest and aptitude testing, tutorial services, field trip programs, and information services

Table 1

Total Class

Counseling Schedules and Pupil Ratios,
Twelfth Grade, Averaged for School Year

	PROJECT (1964-65)			PRE-PROJECT (1963-64)		
	EC	JJ	TR	EC	JJ	TR
Total Daily Counseling Periods	35	19	4	9	6	4
Total ABLE Pupil Register	1,315	746	584	1,288	693	605
Counseling Periods Per Pupil Per Semester	2.41	2.29	0.62	0.64	0.78	0.60

for students and parents were all expanded. Individual and group counseling, work with parents, psychologist, social worker, and agency referrals were even more extensively used than in previous years. The Career Conferences scheduled weekly after school hours represented a new type of activity for these students. These meetings

were arranged through cooperation of New York City Civil Service agencies, New York State Employment Service, Federal Civil Service Commission, metropolitan area colleges and universities, hospitals, business and technical training institutions. Use of consultant services for experimental school staff was also expanded and included seminars and workshops on teaching and disadvantaged student. Plans were formulated for the follow-up year program to include questionnaire mailings on post high school educational and occupational status, and for study of specific Project contributions and problems. Plans were made to include the comprehensive processing and appraisal of extensive, individual, logitudinal records on Project students.

CHAPTER II

QUANTITATIVE RESULTS

Data are presented for the fourth year of Project ABLE, for the class of 1965 which has now completed the 12th grade in the 1964-65 school year and graduated. As previously, Project students in experimental and control schools were compared on achievement as measured by term averages of subject majors, number of majors taken, and course selected. Attendance and dropout discharge records were similarly studied. Data were analyzed for graduates of the matched group and random sample; total class data were available for study of dropouts. Comparable data for the Pre-Project random sample and total class were analyzed to provide additional control information about the achievement of the students in each school.

The random sample and matched group populations reported in this interim summary represent only the actual graduates of the class of 1965 (or, in the case of the Pre-Project random sample, the class of 1964).[1]

The student registers in the 1964-65 school year for the three samples of the Project 12th grade were as follows:

1. Matched group graduates: 64 students in each of the three schools. Total: 192.

2. Random sample graduates: Evander Childs, 286; John Jay, 102; Theodore Roosevelt, 182. Total: 570.

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1. The concluding report for the follow-up year 1965-66 will present the results of comprehensive processing and appraisal of the longitudinal records on the identical Project and Pre-Project students. These data will include all achievement measures previously reported separately for each year of the Project, and such additional measures as scores on standardized tests of reading comprehension, mathematics, social studies, selected New York State Regents examinations. Data for the follow-up year will also include report on post-graduation status, attitudes, and guidance counselors' evaluations.

3. Total class: Evander Childs, 1,315; John Jay, 746; Theodore Roosevelt, 584. Total: 2,645.

Comparable registers for the Pre-Project (in the immediately preceding school year 1963-64) were as follows:

1. Random sample graduates: Evander Childs, 300; John Jay, 106; Theodore Roosevelt, 154. Total: 560.

2. Total class: Evander Childs, 1,288; John Jay, 693; Theodore Roosevelt, 605. Total: 2,586.

A. Achievement Measures

1. Courses: Data on courses selected--Academic, Commercial, General-- were analyzed for matched group and random sample. Course selection (or assignment) is usually considered at least partially indicative of level of academic aspiration and/or achievement. Academic course ranks first in indicating interest and anticipated achievement in subject majors associated with plans for college admission or continued technical preparation requiring strong scholastic background. Commercial course ranks next in requiring somewhat less rigorous subject major preparation and in calling for greater applied skills associated with occupational planning which less often requires college or continued technical training. General course ranks last in requiring considerably less emphasis on core academic subjects or electives and usually rules out college admission or preparation for highly skilled business or professional work.

Matched group graduates showed sizable differences among the three schools which are not explicable in terms of their strict matching criteria. These data are presented in Table 2. In ranking on courses, John Jay out-performed the other experimental school, showing a greater proportion of its students in Academic and Commercial than Evander Childs, and a smaller proportion in General. The control school, Theodore Roosevelt, ranked last in

Table 2

Matched Group Graduates

Courses, 1964-65 Fall Term, Twelfth Grade, by Percentage

Course	EXPERIMENTAL		CONTROL
Boys	**Evander Childs**	**John Jay**	**Theodore Roosevelt**
Academic	57.1	82.1	39.3
Commercial	10.7	-	32.1
General	32.1	17.8	28.6
Number of Students	28	28	28
Girls			
Academic	41.7	36.1	27.8
Commercial	41.7	61.1	61.1
General	16.7	2.8	11.1
Number of Students	36	36	36
Total			
Academic	48.4	56.2	32.8
Commercial	28.1	34.4	48.4
General	23.4	9.4	18.8
Number of Students	64	64	64

Academic, but surpassed one of the experimental schools, Evander Childs, in showing larger proportion of students in Commercial and smaller proportion in General than the experimental school.

Random sample Project graduates data indicate that Evander Childs surpassed both the other experimental school and the control

school in largest proportion of students in Academic, and smallest proportion in general. However, both experimental schools surpassed the control school in proportions of Academic course students. Table 3 presents the random sample data. Comparison with Pre-Project graduates shows that Evander Childs shifted in a positive direction--to

Table 3

Random Sample Graduates

Courses, Fall Term, Twelfth Grade, by Percentage

Course	PROJECT (1964-65)			PRE-PROJECT (1963-64)		
Boys	EC	JJ	TR	EC	JJ	TR
Academic	66.3	59.4	49.1	59.8	64.2	60.0
Commercial	1.0	7.2	9.4	-	4.5	12.0
General	32.7	33.3	41.5	40.2	31.3	28.0
Number of Students	101	69	53	117	67	50
Girls						
Academic	47.6	27.3	38.0	39.9	30.8	51.9
Commercial	33.0	33.3	33.3	29.0	46.2	29.8
General	19.5	39.4	28.7	31.1	23.1	18.3
Number of Students	185	33	129	183	39	104
Total						
Academic	54.2	49.0	41.2	47.7	51.9	54.5
Commercial	21.7	15.7	26.4	17.7	19.8	24.0
General	24.1	35.3	32.4	34.7	28.3	21.4
Number of Students	286	102	182	300	106	154

Academic and Commercial, from General. The other experimental school, John Jay, shifted in a very slight negative direction--to General, from Academic and Commercial. The most outstanding change was the inexplicable and major shift which occurred in the control school, Theodore Roosevelt. The Pre-Project Roosevelt group had had the highest proportion of Academic students, and then dropped sharply in the Project group to the lowest, by some 13 percentage points.

In terms of Project ABLE effect, the results on Courses are decidedly equivocal: The shift from highest to lowest rank in Academic by Theodore Roosevelt students cannot be attributable to Project ABLE since neither Pre-Project nor Project group in Roosevelt was exposed to ABLE. This inexplicable shift accordingly diminishes the usefulness of Roosevelt as a baseline for evaluating the ranking of the two experimental schools on the measure of Courses.

2. Number of Majors: Data on number of subject majors carried--course load--were analyzed for matched group and random sample. Size of course load, e.g., five versus four majors, might be expected to relate to academic interest, competence, or past achievement. Accordingly, it might by anticipated that Project students in the experimental schools would carry a proportionately larger course load than control school students.

Matched group data on number of majors taken are presented in Table 4. Unexpectedly, the proportion of students taking five majors was largest in the control school, Theodore Roosevelt. Evander Childs

Table 4

Matched Group Graduates

Number of Majors Taken, 1964-65 Fall Term, Twelfth Grade, by Percentage

	EXPERIMENTAL						CONTROL		
Number of Majors Taken	Evander Childs			John Jay			Theodore Roosevelt		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Five	32.1	36.1	34.4	28.6	13.9	20.3	39.3	50.0	45.3
Four	67.9	63.9	65.6	71.4	86.1	79.7	60.7	50.0	54.7

ranked considerably below the control school in this regard, and John Jay showed a particularly small proportion of its students taking five majors.

Random sample of Project students indicates that the control school boys and girls carried a heavier course load than did the students in both experimental schools. This finding was also observed in the Pre-Project random sample. Table 5 presents these data.

Table 5

Random Sample Graduates

Number of Majors Taken, Fall Term, Twelfth Grade, by Percentage

Number of Majors Taken	Evander Childs Boys	Evander Childs Girls	Evander Childs Total	John Jay Boys	John Jay Girls	John Jay Total	Theodore Roosevelt Boys	Theodore Roosevelt Girls	Theodore Roosevelt Total
PROJECT (1964-65)									
Five	38.6	37.8	38.1	15.9	21.2	17.6	54.7	49.6	51.1
Four	61.4	62.2	61.9	84.0	78.8	82.4	45.3	50.4	48.9
PRE-PROJECT (1963-64)									
Five	41.9	31.7	35.7	22.4	10.2	17.9	58.0	48.1	51.3
Four	58.1	68.3	64.3	77.6	89.7	82.1	42.0	51.9	48.7

In all samples studied, the finding that the control school graduates surpassed the experimental school graduates in size of course load, and further that this situation was unchanged from Pre-Project to Project, was unexpected in terms of ABLE predictions.

3. Averages: Term averages for subject majors were analyzed for matched group and random sample. Term average may be considered the strongest indicator of academic achievement, and comparisons among the study populations on this variable would be expected to demonstrate differential effect of Project ABLE.

In the matched group graduates, Table 6 indicates that John Jay surpassed the other experimental school, Evander Childs, and the control school, Theodore Roosevelt. Further, Evander Childs actually placed below the control school. It is also notable that

Table 6

Matched Group Graduates

Averages, 1964-65 Fall Term, Twelfth Grade

		EXPERIMENTAL		CONTROL
		Evander Childs	John Jay	Theodore Roosevelt
Boys	M	70.2	73.8	73.0
	S.D.	8.8	6.4	9.1
	Range	55-86	60-90	52-92
	N	28	28	28
Girls	M	73.3	77.5	76.9
	S.D.	7.1	6.9	8.2
	Range	61-86	68-92	48-95
	N	36	36	36
Total	M	72.0	75.9	75.2
	S.D.	8.2	7.0	9.0
	Range	55-86	60-92	48-95
	N	64	64	64

the difference between the two experimental schools was far more striking than the differences between experimental and control. In all schools, it is quickly noticeable that the sex differences were sizable and in the same direction: girls showed better achievement than boys.

Random sample of graduates compared in Table 7 shows that the control school, Theodore Roosevelt, was superior to both experimental schools in the Project. Further, the Project group was not superior to the Pre-Project group: mean values from Pre-Project to Project were substantially unchanged. Sex differences were again obtained which indicated generally better achievement by the girls than by the

boys in all but one comparison (Pre-Project Evander Childs).

Table 7

Random Sample Graduates

Average, Fall Term, Twelfth Grade

		PROJECT (1964-65)			PRE-PROJECT (1963-64)		
		EC	JJ	TR	EC	JJ	TR
Boys	M	73.7	73.0	72.3	74.2	73.6	75.1
	S.D.	7.2	6.7	9.7	8.7	8.3	9.5
	Range	51-90	56-93	54-93	50-94	51-95	56-95
	N	101	69	53	117	67	50
Girls	M	75.1	73.8	76.9	72.8	74.9	77.1
	S.D.	9.3	5.9	8.3	8.0	8.0	10.2
	Range	50-92	55-89	56-94	48-92	55-93	52-94
	N	185	33	129	183	39	104
Total	M	74.6	73.3	75.5	73.4	74.1	76.5
	S.D.	8.7	6.8	8.0	7.5	8.2	9.0
	Range	50-92	55-93	54-94	48-94	51-95	52-95
	N	286	102	182	300	106	154

Study of term averages in all samples failed to show differential effect of Project ABLE on this fundamental measure of scholastic achievement.

B. Attendance and Dropout Records

1. Attendance: Attendance records (days absent) and computed percentage of attendance data were analyzed for matched group and random sample. Project ABLE effect might be expected to show in records of superior attendance for experimental schools versus control, or in improvement from Pre-Project to Project groups.

Matched group comparisons presented in Table 8 indicate that

John Jay, one of the experimental schools, surpassed by far the other experimental school and the control school in proportions of students in the lowest frequencies of days absent. This relative superiority

Table 8

Matched Group Graduates

Attendance, 1964-65 Fall Term, Twelfth Grade, by Percentage

	EXPERIMENTAL						CONTROL		
	Evander Childs			John Jay			Theodore Roosevelt		
Days Absent	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
0- 9	75.0	72.2	73.4	96.4	94.4	95.3	71.4	83.3	78.1
10-19	21.4	27.8	25.0	3.6	5.6	4.7	25.0	13.9	18.8
20-29	3.6	-	1.6	-	-	-	3.6	2.8	3.1
% of Attendance	92.9	92.2	92.5	95.0	94.8	94.9	92.4	93.1	92.8
Number of Students	28	36	64	28	36	64	28	36	64

of John Jay was upheld in the percentage of attendance figures. The control school, Theodore Roosevelt, ranked second and slightly surpassed the attendance record of Evander Childs, the other experimental school.

In the random sample comparisons presented in Table 9, John Jay Project students clearly surpassed both the other experimental school and the control school students. This ranking was the same in the Pre-Project groups, although <u>all</u> schools (including the control school) showed a small improvement in attendance record from Pre-Project to Project.

Table 9

Random Sample Graduates

Attendance, Fall Term, Twelfth Grade, by Percentage

	Evander Childs			John Jay			Theodore Roosevelt		
Days Absent	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
	P R O J E C T (1964-65)								
0- 9	83.2	77.3	79.4	92.8	78.8	88.2	79.2	80.6	80.2
10-19	14.9	22.2	19.6	7.2	21.2	11.8	20.8	16.3	17.6
20-29	2.0	0.5	1.0	-	-	-	-	3.1	2.2
Above 29	-	-	-	-	-	-	-	-	-
% of Attendance	93.3	92.9	93.0	95.4	93.3	94.8	93.1	92.5	92.7
Number of Students	101	185	286	69	33	102	53	129	182
	P R E - P R O J E C T (1963-64)								
0- 9	88.9	69.9	77.3	82.1	74.4	79.2	78.0	74.0	75.3
10-19	7.7	27.3	19.7	17.9	25.6	20.8	22.0	25.0	24.0
20-29	2.6	2.2	2.3	-	-	-	-	1.0	0.6
Above 29	0.9	0.5	0.7	-	-	-	-	-	-
% of Attendance	93.4	91.4	92.2	94.0	92.9	93.6	93.0	91.3	91.8
Number of Students	117	183	300	67	39	106	50	104	154

For all samples, there is no evidence for a Project ABLE effect on attendance.

2. Dropout Discharges: This discharge category represents the total of two discharge categories identified by school records as Over 17 Years of Age and Employment Certificate. Other categories, such as transfers to schools within and outside the city, and medical discharges, account for substantial proportions of school discharges but are not considered to represent the dropout student with whom the Project is concerned. Project ABLE guidance work has been centered about efforts to motivate students to remain in school, to obtain a high school diploma, to continue their education where ability and potential warrant. Dropout discharge categories were accordingly analyzed for matched group and total class.

Matched group dropout discharges are presented in Table 10. Evander Childs and the control school rank about equally, and considerably below John Jay, the other experimental school. John

Table 10

Matched Group

Dropout Discharges 1964-65 School Year, Twelfth Grade, by Number

Discharge Category		EXPERIMENTAL		CONTROL
		Evander Childs	John Jay	Theodore Roosevelt
Over 17 Years of Age	N	10	5	10
Employment Certificate	N	2	2	1
Total of 2 Categories	N	12	7	11

Jay showed half the dropout incidence of the other two schools.

Random sample comparisons in Table 11 show that the record of the Project experimental schools was superior to the control school. However, since this finding was also shown for the Pre-Project groups (Evander Childs and John Jay had smaller dropout incidence than Theodore Roosevelt), inference of differential Project effect is not

Table 11

Total Class

Dropout Discharges, Twelfth Grade, by Number and Percentage

Discharge Category		PROJECT (1964-65) EC	JJ	TR	PRE-PROJECT (1963-64) EC	JJ	TR
Over 17 Years of Age	N	81	79	107	127	27	124
	%	6.2	10.6	18.3	9.9	3.9	20.5
Employment Certificate	N	3	8	1	4	0	2
	%	0.2	1.1	0.2	0.3	0.0	0.3
Total of Both	N	84	87	108	131	27	126
	%	6.4	11.7	18.5	10.2	3.9	20.8
Total Register at Start of School Year		1,315	746	584	1,288	693	605

valid. Moreover, one of the experimental schools (John Jay) has actually shown a sizable increase in dropout incidence from Pre-Project to Project, while dropout incidence at the other experimental school and the control school has declined.

For all samples, anticipations of Project effect in reducing dropout discharges in the experimental schools were not substantiated.

C. Summary

Interim data were analyzed for the fourth successive year of Project ABLE in the three participating high schools for the Class of 1965 which recently completed the 12th grade and graduated in the 1964-65 school year. Analysis of school record data on measures of academic achievement, attendance, and dropout discharges indicated no differential Project effect in the experimental schools as compared with the control school for the variables studied.

Findings of no difference, or difference not in anticipated direction, were consistently obtained regardless of sample analyzed--whether Project metched group graduates, random sample graduates, or total class. Further control comparison of the Project group with the Pre-Project group substantiated the absence of positive findings as reflected in the quantitative data studied.

A concluding report for the follow-up year after graduation, 1965-66, will present the results of comprehensive processing and appraisal of all the longitudinal records accumulated for the identical Project and Pre-Project students over the entire period of Project comparable data collection. These data will also include results of additional achievement measures, questionnaire mailings on post-graduation status, attitudes, and guidance counselors' evaluations of Project activities and case histories.

APPENDIX

Table 12

Total Class

Project Field Trips, 1964-65 School Year, Twelfth Grade

Place Visited	Number of Students
EVANDER CHILDS	
1. World's Fair	650
2. State University at New Paltz	40
3. Machine & Metal Trades Tech. & Vocational High School	35
4. Ford Motor Co.	50
5. Bronx Community College Nursing Center	25
6. New York Telephone Co.	25
7. Maritime College	10
8. Metropolitan Life Insurance Co.	25
9. New York Telephone Company	25
10. Winter Week-end-Rocking Horse Ranch, New Paltz, N.Y.	90
11. Symphony Concert, Carnegie Hall	27
12. Bronx Community College, Charter Week Performances	12
13. Bronx Community College, Chemical Technology Department	6
14. Misericordia Hospital, Open House	5
15. Jacobi Hospital, Open House	5
JOHN JAY	
1. World's Fair	25
2. New Paltz College	43
3. World's Fair	43
4. Fashion Institute of Technology	40
5. Stony Brook College	43
6. Bronx Community School of Nursing	31
7. American Symphony Orchestra	18
8. Washington, D.C.	45
9. Mutual of New York	19

Table 13

Total Class

Career Conferences

Date	Location or Topic of Conference
	Evander Childs
10/21/64	City University of New York, The Baruch School
10/28/64	Brooklyn College of Pharmacy
11/ 4/64	Long Island University, Brooklyn
11/ 4/64	U.S. Air Force Academy
11/17/64	Howard University
11/18/64	Hofstra College
11/18/64	School of Nursing, Jewish Hospital of Brooklyn
11/25/64	Oswego State
12/ 9/64	Pratt Institute
12/ 9/64	Polytechnic Institute of Brooklyn
12/16/64	Metropolitan Life Insurance Company
12/16/64	Pace College
1/20/65	Academy of Aeronautics
3/ 3/65	Mt. Sinai School of Nursing
3/24/65	Berkley School (Secretarial Opportunities)
3/31/65	Hunter College (Teaching Careers)
4/14/65	Voorhees Technical Institute (Industrial Tech. Careers)
4/28/65	Bronx Community College (Chemical Tech. Careers)
5/ 5/65	Federal Civil Service Commission
5/11/65	Academy of Advanced Traffic (Careers in Transportation)
5/12/65	Bureau of Child Guidance (Psychology Careers)
5/13/65	Interboro Institute (Business Opportunities)
5/19/65	Ingerid School of Hair Design (Careers in Beauty Culture)
12/ 3/64	Medical Careers Conference
12/10/64	Industrial Careers Conference
2/18/65	Civil Service Careers Conference
4/ 1/65	Home Economic and Service Careers Conference
6/10/65	Culminating Career Information Conference
	John Jay
11/10/64	Education and Career Possibilities in the Armed Forces
11/17/64	Automotive Mechanics and Machinists Trades
11/24/64	A Future in the Nursing Field Bronx Community College - School of Nursing
12/ 1/64	The Social Worker - Men and Women
12/10/64	Academy of Aeronautics (Boys) (General)
12/15/64	Jobs for men at Metropolitan Life Insurance Company. For those interested in college, the Metropolitan Life Insurance Company will pay college expenses.
1/ 6/65	Kingsborough Community College (Curriculum)
1/12/65	I.B.M. - Data Processing
2/25/65	Howard University (Requirements for admission)
3/ 9/65	Police Training (Cadet Training)
3/16/65	A Future in Civil Service
3/23/65	New York City Community College
3/30/65	Apprenticeship Training (Carpentry, Plumbing, Electrical, etc.)
4/13/65	The Psychologist